

**HEALTH EDUCATION** – Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. Individuals who are confident in their knowledge of themselves and the relationships and interactions within families and other interdependent groups, and who are able to apply skills of developing and maintaining healthy relationships are better able to participate in a healthy family life, to nurture and support others, and to successfully manage their changing life responsibilities.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Personal Wellness</b> – Personal wellness embodies individual well-being, which incorporates physical, social, mental and emotional health.		
<b>PL-EP-1.1.01</b> Students will identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior. DOK 1	<b>PL-04-1.1.01</b> Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior. DOK 2	<b>PL-05-1.1.01</b> Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior. DOK 2
<b>PL-EP-1.1.02</b> Students will identify strategies for stress management, problem solving, conflict resolution, and communication (e.g., self-control, work and play collaboration, caring, forgiveness/reconciling, asking for help, active listening). DOK 1	<b>PL-04-1.1.02</b> Students will describe strategies for stress management, problem solving, conflict resolution, and communication (e.g., self-esteem, self-control, empathy, asking for help, forgiveness/reconciliation, how to apologize, active listening, anger management, standing up for one's rights). DOK 2	<b>PL-05-1.1.02</b> Students will recommend effective strategies for responding to stress, conflict, peer pressure, and bullying (e.g., fairness, compromise, standing up for one's rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication). DOK 2
<i>PL-EP-1.1.03</i> <i>Students will identify ways that growth and development are unique to each person. DOK 1</i>	<i>PL-04-1.1.03</i> <i>Students will describe how physical, social, and emotional changes occur during preadolescence. DOK 2</i>	<i>PL-05-1.1.03</i> <i>Students will describe how physical, social, and emotional changes occur during preadolescence. DOK 2</i>
<b>Behavioral Choices</b> - Behavioral choices and habits contribute to the promotion of an individual's physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally healthy.		

<b>PL-EP-1.2.01</b> Students will describe how an individual's behavior and choices of diet, exercise, and rest affect the body. DOK 1	<b>PL-04-1.2.01</b> Students will describe how an individual's behavior and choices relating to diet, exercise, and rest affect body systems (e.g., circulatory, respiratory, digestive). DOK 2	<b>PL-05-1.2.01</b> Students will describe how an individual's behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive). DOK 2
<b>PL-EP-1.2.02</b> Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent diseases. DOK 1	<b>PL-04-1.2.02</b> Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues, not sharing personal items) promote good health and prevent communicable (cold, flu, measles, strep throat, lice) and non-communicable (heart disease, diabetes, cancer, asthma) diseases. DOK 2	<b>PL-05-1.2.02</b> Students will explain how strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues, not sharing personal items) promote good health and prevent communicable (cold, flu, measles, strep throat) and non-communicable (heart disease, diabetes, cancer, asthma) diseases. DOK 2
<b>PL-EP-1.2.03</b> Students will identify behavior choices (tobacco, alcohol) that result in negative consequences. DOK 1	<b>PL-04-1.2.03</b> Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences. DOK 1	<b>PL-05-1.2.03</b> Students will explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use). DOK 1
<b>PL-EP-1.2.04</b> Students will describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expressing feelings, self-concept) health. DOK 1	<b>PL-04-1.2.04</b> Students will describe symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2	<b>PL-05-1.2.04</b> Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2
<i>PL-EP-1.2.05</i>	<i>PL-04-1.2.05</i>	<i>PL-05-1.2.05</i> Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders). DOK 1
<b>PL-EP-1.2.06</b>	<b>PL-04-1.2.06</b> Students will identify self-management and coping strategies (goal setting, decision making, and time management). DOK 1	<b>PL-05-1.2.06</b> Students will recommend self-management and coping strategies (goal setting, decision making, and time management) for maintaining mental and emotional health. DOK 2.
<b>Nutrition</b> - Nutritious foods are necessary for growth, development, and maintenance of healthy bodies.		

<i>PL-EP-1.3.01</i> <i>Students will identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies. DOK 1</i>	<i>PL-04-1.3.01</i> <i>Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies. DOK 1</i>	<i>PL-05-1.3.01</i> <i>Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy). DOK 2</i>
<b>PL-EP-1.3.02</b> <b>Students will describe the overall purpose of the <i>Dietary Guidelines for Americans 2005</i>. DOK 1</b>	<b>PL-04-1.3.02</b> <b>Students will describe recommendations made in the <i>Dietary Guidelines for Americans 2005</i> and the overall purpose of these guidelines. DOK 2</b>	<b>PL-05-1.3.02</b> <b>Students will explain recommendations made in the <i>Dietary Guidelines for Americans 2005</i> and the overall purpose of these guidelines. DOK 2</b>
<b>Safety</b> - Accidents are a major cause of injury and death to children and adolescents.		
<i>PL-EP-1.4.01</i> <i>Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home, and play. DOK 1</i>	<i>PL-04-1.4.01</i> <i>Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play. DOK 1</i>	<i>PL-05-1.4.01</i> <i>Students will describe safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play. DOK 2</i>
<b>PL-EP-1.4.02</b> <b>Students will identify proper procedures to access emergency assistance (911). DOK 1</b>	<b>PL-04-1.4.02</b> <b>Students will identify proper procedures (calling 911, Heimlich maneuver, stop, drop &amp; roll, apply pressure) for dealing with emergency situations (choking, bleeding, burns). DOK 1</b>	<b>PL-05-1.4.02</b> <b>Students will identify proper procedures (calling 911, Heimlich maneuver, first aid) for dealing with emergency situations (choking, bleeding, burns, broken bones). DOK 1</b>

**PHYSICAL EDUCATION** - Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities.

**Psychomotor Skills** - Development of psychomotor skills contributes to the development of social and cognitive skills.

<p><i>PL-EP-2.1.01</i>  <i>Students will apply fundamental motor skills:</i>  <i>Locomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Walking</i></li> <li>• <i>Running</i></li> <li>• <i>Skipping</i></li> <li>• <i>Hopping</i></li> <li>• <i>Galloping</i></li> <li>• <i>Sliding</i></li> <li>• <i>Leaping</i></li> <li>• <i>Jumping</i></li> </ul> <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Turning</i></li> <li>• <i>Twisting</i></li> <li>• <i>Bending</i></li> <li>• <i>Stretching</i></li> <li>• <i>Swinging</i></li> <li>• <i>Swaying</i></li> <li>• <i>Balancing</i></li> </ul> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Hitting</i></li> <li>• <i>Kicking</i></li> <li>• <i>Throwing</i></li> <li>• <i>Catching</i></li> <li>• <i>Striking</i></li> <li>• <i>Dribbling</i></li> </ul> <p><i>DOK 2</i></p>	<p><i>PL-04-2.1.01</i>  <i>Students will apply fundamental motor skills:</i>  <i>Locomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Walking</i></li> <li>• <i>Running</i></li> <li>• <i>Skipping</i></li> <li>• <i>Hopping</i></li> <li>• <i>Galloping</i></li> <li>• <i>Sliding</i></li> <li>• <i>Leaping</i></li> <li>• <i>Jumping</i></li> </ul> <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Turning</i></li> <li>• <i>Twisting</i></li> <li>• <i>Bending</i></li> <li>• <i>Stretching</i></li> <li>• <i>Swinging</i></li> <li>• <i>Swaying</i></li> <li>• <i>Balancing</i></li> </ul> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Hitting</i></li> <li>• <i>Kicking</i></li> <li>• <i>Throwing</i></li> <li>• <i>Catching</i></li> <li>• <i>Striking</i></li> <li>• <i>Dribbling</i></li> </ul> <p><i>DOK 2</i></p>	<p><i>PL-05-2.1.01</i>  <i>Students will apply fundamental motor skills:</i>  <i>Locomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Walking</i></li> <li>• <i>Running</i></li> <li>• <i>Skipping</i></li> <li>• <i>Hopping</i></li> <li>• <i>Galloping</i></li> <li>• <i>Sliding</i></li> <li>• <i>Leaping</i></li> <li>• <i>Jumping</i></li> </ul> <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Turning</i></li> <li>• <i>Twisting</i></li> <li>• <i>Bending</i></li> <li>• <i>Stretching</i></li> <li>• <i>Swinging</i></li> <li>• <i>Swaying</i></li> <li>• <i>Balancing</i></li> </ul> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Hitting</i></li> <li>• <i>Kicking</i></li> <li>• <i>Throwing</i></li> <li>• <i>Catching</i></li> <li>• <i>Striking</i></li> <li>• <i>Dribbling</i></li> </ul> <p><i>DOK 2</i></p>
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<p><i>PL-EP-2.1.02</i>  <i>Students will identify the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>• <i>Body awareness - what the body is doing</i></li> <li>• <i>Space awareness - where the body moves</i></li> <li>• <i>Time - how quickly the body moves</i></li> <li>• <i>Effort - how the body moves</i></li> <li>• <i>Relationship - relationships that occur while the body moves DOK 1</i></li> </ul>	<p><i>PL-04-2.1.02</i>  <i>Students will explain the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>• <i>Body awareness - what the body is doing</i></li> <li>• <i>Space awareness - where the body moves</i></li> <li>• <i>Time - how quickly the body moves</i></li> <li>• <i>Effort - how the body moves</i></li> <li>• <i>Relationship - relationships that occur while the body moves DOK 2</i></li> </ul>	<p><i>PL-05-2.1.02</i>  <i>Students will apply fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>• <i>Body awareness - What the body is doing</i></li> <li>• <i>Space awareness - Where the body moves</i></li> <li>• <i>Time - How quickly the body moves</i></li> <li>• <i>Effort - How the body moves</i></li> <li>• <i>Relationship - Relationships that occur while the body moves DOK 2</i></li> </ul>
<p><b>Fitness</b> - Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.</p>		
<p><b>PL-EP-2.2.01</b>  <b>Students will identify physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Physical benefits: weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements</b></li> <li>• <b>Social benefits: positive interaction with others, respect for self and others, enjoyment, self-expression DOK 1</b></li> </ul>	<p><b>PL-04-2.2.01</b>  <b>Students will describe physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Physical benefits: weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements</b></li> <li>• <b>Social benefits: positive interaction with others, respect for self and others, enjoyment, self-expression DOK 1</b></li> </ul>	<p><b>PL-05-2.2.01</b>  <b>Students will explain how physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Physical benefits: weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements</b></li> <li>• <b>Social benefits: positive interaction with others, respect for self and others, enjoyment, self-expression DOK 2</b></li> </ul>
<p><i>PL-EP-2.2.02</i>  <i>Students will explain the importance of practice for improving performance in games and sports. DOK 2</i></p>	<p><i>PL-04-2.2.02</i>  <i>Students will explain the importance of practice for improving performance in games and sports. DOK 2</i></p>	<p><i>PL-05-2.2.02</i>  <i>Students will explain the importance of practice for improving performance in games and sports. DOK 2</i></p>
<p><b>Lifetime Physical Wellness</b> - Students demonstrate knowledge and skills that promote physical activity throughout their lives.</p>		
	<p><b>PL-04-2.3.01</b>  <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1</b></p>	<p><b>PL-05-2.3.01</b>  <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1</b></p>

<i>PL-EP-2.3.02</i> <i>Students will identify basic rules for participating in simple games and activities needed to make games fair. DOK 1</i>	<i>PL-04-2.3.02</i> <i>Students will explain basic rules for participating in simple games and activities needed to make games fair. DOK1</i>	<i>PL-05-2.3.02</i> <i>Students will explain why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable. DOK 2</i>
<i>PL-EP-2.3.03</i> <i>Students will identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable. DOK 1</i>	<i>PL-04-2.3.03</i> <i>Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable. DOK 2</i>	<i>PL-05-2.3.03</i> <i>Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable. DOK 2</i>

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<b>CONSUMERISM-</b> Consumer skills are essential for individuals and families due to the availability of numerous products and services on the market, multiple advertising techniques, the need to make responsible financial management decisions, and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.		
<b>Consumer Decisions/Advertising</b> – Accessing and assessing consumer information, comparing and evaluating products and services, provides a basis for making effective consumer decisions.		
<i>PL-EP-3.1.01</i> <i>Students will identify the difference between wants and needs as it relates to consumer decisions. DOK 1</i>	<i>PL-04-3.1.01</i> <i>Students will explain the difference between wants and needs as it relates to consumer decisions. DOK 1</i>	<i>PL-05-3.1.01</i> <i>Students will explain the difference between wants and needs as it relates to consumer decisions. DOK 1</i>
<b>PL-EP-3.1.02</b> <b>Students will describe major factors (price, quality, features) to consider when making consumer decisions. DOK 1</b>	<b>PL-04-3.1.02</b> <b>Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 3</b>	<b>PL-05-3.1.02</b> <b>Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 3</b>
<b>PL-EP-3.1.03</b> <b>Students will identify ways consumer's buying practices are influenced by peer pressure. DOK 1</b>	<b>PL-04-3.1.03</b> <b>Students will explain ways consumer's buying practices are influenced by peer pressure and desire for status. DOK 2</b>	<b>PL-05-3.1.03</b> <b>Students will identify and explain ways consumer's buying practices are influenced by peer pressure, desire for status, and advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement/testimonial). DOK 2</b>
<b>Financial Literacy</b> – As consumers, individuals need a knowledge base for making financial decisions impacting short and long term goals throughout one's lifetime.		
<b>PL-EP-3.2.01</b> <b>Students will describe different ways to save money (e.g., piggy bank, local bank, savings bonds). DOK 1</b>	<b>PL-04-3.2.01</b> <b>Students will explain the purpose of a budget and define the basic components (income, expenses, savings). DOK 2</b>	<b>PL-05-3.2.01</b> <b>Students will describe various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds) and develop a simple savings plan that would achieve a specific goal. DOK 3</b>
<b>Community &amp; Environment</b> – People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions.		
<b>PL-EP-3.3.01</b> <b>Students will identify consumer actions</b>	<b>PL-04-3.3.01</b> <b>Students will identify and describe consumer</b>	<b>PL-05-3.3.01</b> <b>Students will describe consumer actions</b>

(reusing, reducing, recycling) that impact the environment. DOK 1	actions (reusing, reducing, recycling) that impact the environment. DOK 2	(reusing, reducing, recycling) and identify ways these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste). DOK 2
<p><i>PL-EP-3.3.02</i>  <i>Students will identify the available health and safety agencies in a community that provide services:</i></p> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i> DOK 1</li> </ul>	<p><i>PL-04-3.3.02</i>  <i>Students will identify and explain the available health and safety agencies in a community that provide services:</i></p> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i> DOK 2</li> </ul>	<p><i>PL-05-3.3.02</i>  <i>Students will identify and describe the available health and safety agencies in a community that provide services:</i></p> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i> DOK 2</li> </ul>



**VOCATIONAL STUDIES**—Awareness of careers starts in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path that fits their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life are addressed throughout a student’s educational experience.

**Academic, Career Planning, Transition** - Many factors need to be considered when selecting a career path and preparing for employment.

<i>PL-EP-4.1.01</i> <i>Students will identify reasons why people work (food, clothing, shelter). DOK 1</i>	<i>PL-04-4.1.01</i> <i>Students will explain why people need to work (e.g., chores, jobs, employment) to meet basic needs (food, clothing, shelter). DOK 2</i>	<i>PL-05-4.1.01</i> <i>Students will identify and explain why people need to work (e.g., to earn money, to work with other people) to meet basic needs (food, clothing, shelter) and to provide self-satisfaction and enjoyment. DOK 2</i>
<i>PL-EP-4.1.02</i> <i>Students will identify jobs (teacher, police officer) relating to 2 of the 14 Kentucky Career Clusters (Education, Public Service) and describe these jobs. DOK 1</i>	<i>PL-04-4.1.02</i> <i>Students will identify jobs (farmer, nurse, truck driver) relating to 3 of the 14 Kentucky Career Clusters (Agriculture, Health Science, Transportation) and describe these jobs/careers. DOK 1</i>	<i>PL-05-4.1.02</i> <i>Students will identify jobs (art/music teacher, carpenter, factory worker, engineer) relating to 4 of the 14 Kentucky Career Clusters (Arts &amp; Humanities, Construction, Manufacturing, Science &amp; Mathematics) and describe these jobs/careers. DOK 1</i>
<b>PL-EP-4.1.03</b> <b>Students will identify how academic classes (e.g., reading and writing) relate to various jobs. DOK 1</b>	<b>PL-04-4.1.03</b> <b>Students will describe how academic classes (e.g., reading and writing) relate to various jobs/careers. DOK 1</b>	<b>PL-05-4.1.03</b> <b>Students will identify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace. DOK 2</b>
		<b>PL-05-4.1.04</b> <b>Students will describe how knowing one’s own interests and abilities is helpful when selecting and preparing for a career path. DOK 2</b>
		<i>PL-05-4.1.05</i> <i>Students will identify resources (e.g., Career Day, guest speakers, field trips, informal personal surveys) that can be used to obtain career information. DOK 1</i>
		<i>PL-05-4.1.06</i> <i>Students will identify information that is important to include in the Individual Graduation Plan (IGP):</i> <ul style="list-style-type: none"> <li>• <i>Club/organizations</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Recognition /honors</i></li> <li>• <i>Interest /hobbies</i></li> </ul> <p>DOK 1</p>
<b>Employability Skills</b> – Positive and negative work habits/ethics impact an individual's success in school and workplace.		
<b>PL-EP-4.2.01</b> Students will identify how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school, and work. DOK 1	<b>PL-04-4.2.01</b> Students will describe how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school, and work. DOK 2	<b>PL-05-4.2.01</b> Students will explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, cooperation) are important at home, school, and work. DOK 2
<b>PL-EP-4.2.02</b> Students will describe team skills (e.g., cooperation, communication) used to compete tasks more efficiently at home, school, and work. DOK 1	<b>PL-04-4.2.02</b> Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school, and work. DOK 2	<b>PL-05-4.2.02</b> Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school, and work. DOK 2
<b>Communication/Technology</b> – Special communication/technology skills are needed for success in schooling and in the workplace.		
<b>PL-EP-4.3.01</b> Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools. DOK 1	<b>PL-04-4.3.01</b> Students will explain how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools, and jobs. DOK 2	<b>PL-05-4.3.01</b> Students will explain the purposes of technology tools (e.g., computer programs, Internet, email, cell phones) and how these impact productivity in homes, schools, and jobs. DOK 2